

Preview Evaluation

Early Clinical Learning Small Group Facilitator Feedback (DIS2) [Version: 3]

Student Performance Evaluation

Early Clinical Learning Small Group Facilitator Feedback (DIS2)

[Return to Evaluation](#)

Student Level	Student level		
Course Information			
Date	Course	Location	Weeks
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8
Evaluation Period: 01/01/2006 - 01/31/2006			
Faculty: Evaluator name			
Student: Student name Email: oasis@umassmed.edu, IREA@umassmed.edu			

Question numbers in **red*** are required.

Early Clinical Learning (ECL) Small Group Facilitator Feedback

FORMATIVE PORTION

This is a UMass Chan milestone-based evaluation form. Please take a moment to identify the competency that each milestone is related to, as well as the full milestone description provided with each prompt. For your reference here is the catalogue of [UMass Chan's competencies and milestones](#).

This portion of the form provides formative feedback only (does not count towards grading) for your student.

- 1.* Behavior and Language:** Please select the result that best describes your observation of the learner (Pro1):

Critical Deficiencies	Early Learner					Demonstrating Improvement		Graduation Target (...as befitting a physician)	
Discovery Phase expected performance up to target 2.5						Development Exploration through Horizons			
Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language as a learner.						Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language as a clinical decision-maker.		Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language, as befitting a physician.	
0.5	1.0	1.5	2.0	2.5		3	3.5	4.0	

- ☐ Not Applicable
☐ 0.5: Occasionally demonstrates professionalism through behavior and language in the following: honesty, integrity, altruism, compassion, boundaries, and respect
☐ 1.0
☐ 1.5: Frequently demonstrates professionalism through behavior and language in the following: honesty, integrity, altruism, compassion, boundaries, and respect
☐ 2.0
☐ 2.5: Consistently demonstrates professionalism through behavior and language in the following: integrity, altruism, compassion, boundaries, and respect
☐ 3.0
☐ 3.5: Performs at end clerkship skill level
☐ 4.0: Performs at graduation level/Ready for Residency

- 2.* Patient Communication:** Please select the result that best describes your observation of the learner (Com1):

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)		
Discovery Phase expected performance up to target 2.5						Development Exploration through Horizons			
Communicates appropriately during all stages of the doctor-patient relationship including assessing patient's understanding of communications.						Communicates effectively during all stages of the doctor- patient relationship including assessing patient's understanding of communications.		Communicates effectively during all stages of the doctor/patient relationship including self- assessment of own communication skills and consistent assessment of patient's understanding and preferences.	
0.5	1.0	1.5	2.0	2.5		3	3.5	4.0	

- ☐ Not Applicable
☐ 0.5: Verbal and non-verbal communication demonstrates intent to form a productive relationship with the patient, but at times may be inappropriate in terms of word choice, tone, facial expression, gaze, and gesture
☐ 1.0
☐ 1.5: Verbal and non-verbal communication is mostly appropriate in terms of word choice, tone, facial expression, gaze, and gesture
☐ 2.0
☐ 2.5: Verbal and non-verbal communication remains consistently appropriate in terms of word choice, tone, facial expression, gaze, and gesture as case content becomes more challenging
☐ 3.0
☐ 3.5: Performs at end clerkship skill level
☐ 4.0: Performs at graduation level/Ready for Residency

3.* **Patient Centeredness:** Please select the result that best describes your observation of the learner (Pro7):

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)		
Discovery Phase expected performance up to target 2.5					Development Exploration through Horizons				
Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way as expected of a <u>learner</u> .					Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way as expected of a <u>clinical decision-maker</u> .		Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way, as <u>befitting a physician</u> .		
0.5	1.0	1.5	2.0	2.5	3	3.5	4.0		

☐ Not Applicable

☐ 0.5

☐ 1

☐ 1.5

☐ 2

☐ 2.5

☐ 3

☐ 3.5

☐ 4

NARRATIVE COMMENTS:

4.* Narrative Comments (a minimum of two sentences required): Please summarize strengths and weaknesses. Wherever possible, include examples of behavior leading to your assessment.

[Rich text](#)

5.* Narrative Comments (a minimum of two items required): Provide action items for learner improvement.

[Rich text](#)

SUMMATIVE PORTION

Please give credit if the following criteria are met:

**turned in prep assignments on time*

**attended small group sessions*

**participated in small group sessions*

6.* Overall Rating

☐ No Credit (0%) (*one or more criteria were NOT met*)

☐ Credit (10%)

[Return to Evaluation](#)